



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

series shows the observer what he has learned and what he has not learned, resulting in a subsequent concentration of the attention on the latter and a neglect of the former. The best combination of presentations and recitations seems to be one that includes at least two recitations, one for showing the observer what he has already learned and another for memorizing proper, this number depending on the amount of material and the number of previous presentations. Then at least two readings should follow to reinforce the perception of the material as a whole. The recitations should come together, instead of alternately with presentations. Further explanation of the superiority of the recitations is found in (1) a difference in the attitude of the observer in the presentations and the recitations; (2) in the unfamiliarity of an isolated term of a couplet when it has not been presented alone before as in a recitation, (3) in the fact that the neural processes are probably the same in the recitation and the recall, while in a presentation they differ from both.

F. KUHLMANN.

Ueber Vorstellungstypen, von L. PFEIFFER. Pädagogische Monographien, II, Bd., 1907, pp. 1-127.

The first eighty-five pages of this monograph are given to review and discussion. The methods and results of investigations on ideational types in verbal, and in concrete thinking are comprehensively and critically considered. This includes studies whose aim and methods were not primarily directed to the investigation of ideational types, but from whose results some inferences as to ideational types can be made. The next twenty-eight pages are given to the presentation of results of the author's own experiments, followed by a discussion of the theory of ideational types, and of their practical significance to the teacher.

The experiment consisted of the subjects' writing down the first suggestion (indicating also the nature of the imagery) aroused by a word pronounced to them by the experimenter. Four classes of words were used, a group of ten of one class being presented at one sitting per week. (1) Nouns with a predominant visual and auditory content. (2) Verbs with a predominant visual and auditory content. (3) Nouns with a predominant kinæsthetic content. (4) Verbs with a predominant kinæsthetic content. Two groups of ten words of each class were used. The test was made the first year on a class of fifteen girls with an average age of ten years. It was repeated on the same girls (with several changes in the class) the second and third years, using the same words as material. Classifying the suggestions aroused by these words as visual, auditory, and kinæsthetic gave the following percentages belonging to each:

	Visual	Auditory	Kinæsthetic
1st year	56	31	12
2nd "	47	31	21
3rd "	50	30	20

It is to be remembered that half the words used were designed to suggest kinæsthetic imagery. Taking the middle values for the class for the number of times each kind of imagery was suggested gave

	Visual	Auditory	Kinæsthetic
1st year	44	25	10
2nd "	39	26	17
3rd "	40	23	14

Taking these middle values as a norm gave the following percentages of the number of children whose imagery exceeded this norm in the three classes:

	Visual	Auditory	Kinæsthetic
1st year	47	33	20
2nd "	40	25	35
3rd "	47	18	35

The author concludes that the ideational type is fairly constant, but discusses the small changes that, according to the figures, occurred. The monograph is a valuable one chiefly for its critical survey of methods and previous results.

F. KUELMANN.

The Nervous Correlate of Pleasantness and Unpleasantness, by M. MEYER, *Psychological Review*, July and September, 1908.

The author considers that the present confusion in the psychology of feeling is due in no small measure to the lack of attempts to determine the nervous correlate of feeling, which for him is the same as the nervous correlate of pleasantness-unpleasantness. To emphasize this confusion he summarizes the views of Lagerborg, Marshall, Stumpf, Fite, Lipps, Alechsieff, Miss Calkins and Pikler.

He then prepares the way by a theory of the structure and function of the nervous system, stated in mechanical terms, the essential point of which is a comparison of the nervous system to a very complex system of pipes filled with fluid, so interconnected through higher centres that an impulse given to the contained fluid at any point can be transmitted through the ramifications of the pipes to any other point. It is assumed that the resistance of a pipe or series of pipes often used will decrease, while that of a series seldom used tends to increase. If, for any reason, two stimuli varying in intensity are given simultaneously, the more intense tends to attract the lesser to its own path, whose resistance is thus decreased until it becomes the path preferred whenever possible, causing thus possibly a motor reaction different from that expected. From this point of view the author explains the phenomena of habit, variation and sensory and motor condensation.

This current within the system of pipes is evidently the nervous correlate of sensation. But feelings of pleasantness-unpleasantness arise only when two simultaneously existing currents meet in the higher centres in such a way that the total activity is increased, (causing pleasantness), or decreased (causing unpleasantness). The more complicated the structure, the more opportunity for pleasantness-unpleasantness to arise; it thus belongs in its definite form to a high stage of evolution.

The author points out that this view explains the fact that certain usually unpleasant sensations may through habit or purpose become pleasant, and *vice versa*. It also explains the lack of images of pleasantness-unpleasantness as well as the fact that these states cannot occur without perception; but conceivably, through complexity of structure, pleasantness and unpleasantness may exist at the same time. Emotions, according to this view, are not entirely derivable from pleasantness-unpleasantness, and may, indeed, exist without them. It is also evident that pleasantness and unpleasantness are not, and cannot become, sensations.

H. W. CHASE.

A Theory of Mind, by JOHN LEWIS MARCH. Scribner's Sons, New York, 1908. 453 p.

The writer tells us "that many believe that the next great advance should take place in psychology, and that this advance should be the result of a clarification of the field chiefly by the modern science of biology," which has hitherto had an extraordinarily slight influence in this direction. "Biology and psychology still stand almost rigidly